

Montana Model Curriculum Guide for the Arts

VISUAL ARTS

2016



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Introduction

This model curriculum guide outlines the Montana Arts Content Standards. These standards were adopted by the Montana Board of Public Education in July of 2016, with an effective date of July 1, 2017.

The Montana Arts Content Standards embrace the idea of **Artistic Literacy** – the ability of students to create art, perform and present art, respond or critique art, and connect art to their lives and the world around them. The arts are essential to a world-class education. Studying the arts helps to develop critical habits of mind—creativity, collaboration, communication and critical thinking that lead to college, career and civic readiness. These skills have been recognized as essential to lifelong success both in and out of school by a variety of education and civic leaders, including the National Association of State Boards of Education, the Education Commission of the States, and The Conference Board.

The revised Montana Standards for Arts in the ARM borrow their structure from the 2014 Voluntary National Core Arts Standards. They contain substantive changes from the 2000 Montana Standards for Arts.

Highlights of the changes

- The standards move from general content standards across all artistic disciplines to five distinct artistic disciplines: visual arts, media arts, dance, theatre and music.
- The music standards reflect that music education in Montana encompasses different kinds of musical learning in elementary, middle, and high school.
- The five artistic disciplines now include media arts standards in order to support artistic literacy in the areas of film, animation, and digital art making. The media arts standards are designed to supplement any existing Career and Technical Education industry standards in the digital communications area.
- The standards are organized by grade level for grades K-5 and by grade band for grades 6-8 and 9-12.
- The standards integrate Montana’s Indian Education for All, acknowledging the contribution of native tribes to Montana’s rich artistic and cultural life.

This model curriculum guide provides resources and guidance to educators as they align their arts curriculum to these standards. [Click here](#) to access a document that provides guiding principles for the arts. Essential questions and enduring understandings will also provide guidance for overall curriculum design and instructional practices. [Click here](#) to access a document that reviews the connections between the arts standards and the common core standards.

The Four Artistic Processes in the Montana Standards for Arts

Creating Conceiving and developing new artistic ideas and work	Performing/Presenting/Producing Realizing artistic ideas and work through interpretation and presentation	Responding Understanding and evaluating how the arts convey meaning	Connecting Relating artistic ideas and work with personal meaning and external context
Anchor Standard #1. Generate and conceptualize artistic ideas and work	Anchor Standard #4. Analyze, interpret, and select artistic work for presentation	Anchor Standard #7. Perceive and analyze artistic work	Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art
Anchor Standard #2. Organize and develop artistic ideas and work	Anchor Standard #5. Develop and refine artistic work for presentation	Anchor Standard #8. Construct meaningful interpretations of artistic work	Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding, including artistic ideas and works by American Indians
Anchor Standard #3. Refine and complete artistic work	Anchor Standard #6. Convey meaning through the presentation of artistic work	Anchor Standard #9. Apply criteria to evaluate artistic work	

Note: Performing is the term preferred for Music, Theatre and Dance. Presenting is preferred for Visual Arts. Producing is preferred for Media Arts.

Artistic Processes and Anchor Standards: K-12 View

Visual Arts - Creating									
Anchor Standard #1: Generate and Conceptualize Artistic Ideas and Work									
Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.									
Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th -8 th	9th-12th	Discipline-Specific Vocabulary	Resources
engage in creative play with art materials	engage and collaborate in creative investigation of art materials	discover multiple approaches and solutions to an art or design problem	apply knowledge of available resources to enhance personal ideas through the art-making process	collaborate on multiple approaches to a creative art or design problem and develop a plan from concept to completion for an artwork	combine diverse concepts and artistic methods to choose an approach and create an artwork	design project steps and criteria to reach an identified goal and investigate personally relevant content for art making	develop plans for creating art and design works using various materials and methods from traditional and contemporary practices	Glossary	Create your own standards handbook Link to National Core Arts Standards Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Essential Questions to consider as you align your curriculum to these standards:									
What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?									

Visual Arts - Creating									
Anchor Standard #2: Organize and develop artistic ideas and work. Enduring Understandings: (a) Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. (b) Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. (c) People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.									
Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th -8 th	9th-12th	Discipline-Specific Vocabulary	Resources
create artworks or design that represent natural and constructed objects	create artwork that identify uses of everyday objects	demonstrate personal interest in an artwork or design using various materials, tools, and everyday objects	create artwork using a variety of artistic processes and materials	apply research to art-making for the purpose of communicating about constructed environments	create artworks that document places or objects of personal significance	analyze ideas, plans, prototypes, and creative processes for media arts productions	create art or design projects in response to contemporary issues that demonstrate an awareness of ethical implications of making and distributing creative works;	Glossary	Create your own standards handbook Link to National Core Arts Standards Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Essential Questions to consider as you align your curriculum to these standards: (a) How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? (b) How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? (c) How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?									

Visual Arts - Presenting									
Anchor Standard #3: Refine and complete artistic work.									
Enduring Understandings: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.									
Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th -8 th	9th-12th	Discipline-Specific Vocabulary	Resources
explain the artistic process while making artworks;	use art vocabulary to describe choices while creating art	discuss choices made in creating artwork;	elaborate on artwork by adding details to enhance meaning	revise artwork on the basis of insights gained through discussion	create artist statements using art vocabulary to describe personal choices in art-making	improve the technical quality of media artworks by selecting expressive and stylistic elements to reflect an understanding of purpose, audience, and place	complete artworks or design incorporating relevant criteria as well as personal artistic vision	Glossary	Create your own standards handbook Link to National Core Arts Standards Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Essential Questions to consider as you align your curriculum to these standards: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?									

Visual Arts - Presenting									
Anchor Standard #4: Select, analyze, and interpret artistic work for presentation.									
Enduring Understandings: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.									
Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th -8 th	9th-12th	Discipline-Specific Vocabulary	Resources
choose art objects for a personal portfolio and display;	explain why objects, artifacts, and artwork are valued differently by different audiences	categorize artwork based on a theme or concept for an exhibit	research and discuss the possibilities and limitations of physical and digital spaces for exhibiting artwork	describe how past, present, and emerging technologies impact the preservation and presentation of artwork	explain the role of a curator	integrate multiple content areas and forms into media artwork productions that convey perspectives, themes, and narratives	curate artifacts and artworks for presentation and preservation	Glossary	Create your own standards handbook Link to National Core Arts Standards Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Essential Questions to consider as you align your curriculum to these standards: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?									

Visual Arts - Presenting									
Anchor Standard #5: Develop and refine artistic techniques and work for presentation. Enduring Understandings: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.									
Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th -8 th	9th-12th	Discipline-Specific Vocabulary	Resources
explain the purpose of a portfolio or collection	identify how artwork should be prepared for a presentation	describe different materials or artistic techniques for preparing artwork for presentation	prepare artworks for presentation	analyze considerations for presenting and protecting artworks	discuss responsible and effective use of materials and techniques for preparing, presenting, and preserving artwork	demonstrate a range of skills and roles in creating and performing media arts presentations	apply appropriate methods or processes to display artwork in a specific place	Glossary	Create your own standards handbook Link to National Core Arts Standards Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Essential Questions to consider as you align your curriculum to these standards: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?									

Visual Arts - Presenting									
Anchor Standard #6: Convey meaning through the presentation of artistic work.									
Enduring Understandings: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.									
Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th -8 th	9th-12th	Discipline-Specific Vocabulary	Resources
explain the purpose of an art museum	identify the roles and responsibilities of people who visit and work in museums	describe how exhibited art, in a variety of venues, contributes to communities	explain how and where different cultures record and illustrate stories and history of life through art	compare purposes of art museums, art galleries, and other venues with the types of experiences they provide	cite evidence to explain how an exhibition presents ideas and provides information about a specific concept or topic	analyze results of and improvements for presenting media artworks	analyze an exhibit or collection's impact on personal awareness of social, cultural, or political beliefs and understandings	Glossary	Create your own standards handbook Link to National Core Arts Standards Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Essential Questions to consider as you align your curriculum to these standards: What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?									

Visual Arts - Responding									
Anchor Standard #7: Perceive and analyze artistic work.									
Enduring Understandings: Visual imagery influences understanding of and responses to the world.									
Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th -8 th	9th-12th	Discipline-Specific Vocabulary	Resources
identify uses of artwork within one's personal environment	select and describe artworks that illustrate daily life comparing different images that represent the same subject	describe aesthetic characteristics of the natural world and constructed environments based on expressive properties	identify processes an artist uses to create artwork	compare components of visual imagery	compare personal interpretations of artwork to others' interpretations	evaluate the qualities of and relationships between the components and style in media artworks	evaluate the effectiveness of an artwork as perceived by a variety of audiences	Glossary	Create your own standards handbook Link to National Core Arts Standards Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Essential Questions to consider as you align your curriculum to these standards: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world? How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?									

Visual Arts - Responding									
Anchor Standard #8: Construct meaningful interpretations of artistic work.									
Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.									
Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th -8 th	9th-12th	Discipline-Specific Vocabulary	Resources
identify subject matter and details in artworks	describe characteristics of artworks	describe the mood suggested by an artwork	discuss the use of media to create subject matter, form, and mood in artwork	analyze subject matter, form, and use of media in artwork	analyze use of structure, context, and visual elements to convey ideas and mood in artworks	compare and contrast the intent of a variety of media artworks and how they impact understanding of one's own and other cultures	defend an interpretation of an artwork or collections of artworks	Glossary	Create your own standards handbook Link to National Core Arts Standards Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Essential Questions to consider as you align your curriculum to these standards: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?									

Visual Arts - Responding									
Anchor Standard #9: Apply criteria to evaluate artistic work.									
Enduring Understanding: People evaluate art based on various criteria.									
Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th -8 th	9th-12th	Discipline-Specific Vocabulary	Resources
explain reasons for selecting a preferred artwork	classify artwork based on reasons for preferences	use art vocabulary to express preferences about artwork	evaluate artwork based on criteria	apply criteria to analyze artworks	evaluate artworks based on styles, genres, and media	compare and contrast media artworks and production processes to context and artistic goals	analyze a collection of artwork based on sets of criteria	Glossary	Create your own standards handbook Link to National Core Arts Standards Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Essential Questions to consider as you align your curriculum to these standards: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?									

Visual Arts - Connecting									
Anchor Standard #10: Synthesize and relate knowledge and personal experiences to create art.									
Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.									
Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th -8 th	9th-12th	Discipline-Specific Vocabulary	Resources
create art that tells a story about a personal experience	identify reasons to create art outside of school	create artworks about events in home, school, or community life	develop artwork based on observations and details of surroundings	create artworks that reflect community cultural traditions	apply formal and conceptual knowledge of art and design to make artwork	analyze how media artworks expand meaning and knowledge, create cultural experiences and influence local and global events	incorporate knowledge of personal, social, cultural, and historical life to create artworks	Glossary	Create your own standards handbook Link to National Core Arts Standards Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Essential Questions to consider as you align your curriculum to these standards: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?									

Visual Arts - Connecting									
Anchor Standard #11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding, including artistic ideas and works by American Indians.									
Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.									
Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th -8 th	9th-12th	Discipline-Specific Vocabulary	Resources
identify a purpose of an artwork	describe the reasons that people from different places and times create artwork	discuss cultural uses of artwork from different times and places	compare how responses to art change based on knowledge of the artwork's cultural and historical context	interpret artworks through observation and information about context	identify how artworks are used to inform or change beliefs, values, or behaviors of an individual or society	compare how media artworks and ideas relate to various contexts, purposes, and values	compare uses of art in a variety of personal, societal, cultural, and historical contexts	Glossary	Create your own standards handbook Link to National Core Arts Standards Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Essential Questions to consider as you align your curriculum to these standards: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?									

Artistic Processes and Anchor Standards: Grade by Grade View

Visual Arts – Kindergarten		
<p>CREATING</p> <p>Anchor Standard #1: Generate and conceptualize artistic ideas and work. engage in creative play with art materials</p> <p>Anchor Standard #2: Organize and develop artistic ideas and work. create artworks or design that represent natural and constructed objects</p> <p>Anchor Standard #3: Refine and complete artistic work. explain the artistic process while making artworks</p>	<p>Discipline-Specific Vocabulary</p> <p>Glossary</p>	<p>Resources</p> <p>Create your own standards handbook</p> <p>Link to National Core Arts Standards</p> <p>Link to OPI IEFA Resources</p> <p>Model Assessments</p> <p>The Arts and the Common Core (2014) – The College Board</p>
<p>PRESENTING</p> <p>Anchor Standard #4: Select, analyze, and interpret artistic work for presentation. choose art objects for a personal portfolio and display</p> <p>Anchor Standard #5: Develop and refine artistic techniques and work for presentation. explain the purpose of a portfolio or collection</p> <p>Anchor Standard #6: Convey meaning through the presentation of artistic work. explain the purpose of an art museum</p>		
<p>RESPONDING</p> <p>Anchor Standard #7: Perceive and analyze artistic work. identify uses of artwork within one's personal environment</p> <p>Anchor Standard #8: Construct meaningful interpretations of artistic works. identify subject matter and details in artworks</p> <p>Anchor Standard #9: Apply criteria to evaluate artistic work. explain reasons for selecting a preferred artwork</p>		
<p>CONNECTING</p> <p>Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art. create art that tells a story about a personal experience</p> <p>Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians. identify a purpose of an artwork</p>		

Visual Arts – First Grade		
CREATING Anchor Standard #1: Generate and conceptualize artistic ideas and work. engage and collaborate in creative investigation of art materials Anchor Standard #2: Organize and develop artistic ideas and work. create artwork that identify uses of everyday objects Anchor Standard #3: Refine and complete artistic work. use art vocabulary to describe choices while creating art	Discipline-Specific Vocabulary Glossary	Resources Create your own standards handbook Link to National Core Arts Standards Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
PRESENTING Anchor Standard #4: Select, analyze, and interpret artistic work for presentation. explain why objects, artifacts, and artwork are valued differently by different audiences Anchor Standard #5: Develop and refine artistic techniques and work for presentation. identify how artwork should be prepared for a presentation Anchor Standard #6: Convey meaning through the presentation of artistic work. identify the roles and responsibilities of people who visit and work in museums		
RESPONDING Anchor Standard #7: Perceive and analyze artistic work. select and describe artworks that illustrate daily life comparing different images that represent the same subject Anchor Standard #8: Construct meaningful interpretations of artistic works. describe characteristics of artworks Anchor Standard #9: Apply criteria to evaluate artistic work. classify artwork based on reasons for preferences		
CONNECTING Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art. identify reasons to create art outside of school Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians. describe the reasons that people from different places and times create artwork.		

Visual Arts – Second Grade		
<p>CREATING</p> <p>Anchor Standard #1: Generate and conceptualize artistic ideas and work. discover multiple approaches and solutions to an art or design problem</p> <p>Anchor Standard #2: Organize and develop artistic ideas and work. demonstrate personal interest in an artwork or design using various materials, tools, and everyday objects</p> <p>Anchor Standard #3: Refine and complete artistic work. discuss choices made in creating artwork</p>	<p>Discipline-Specific Vocabulary</p> <p>Glossary</p>	<p>Resources</p> <p>Create your own standards handbook</p> <p>Link to National Core Arts Standards</p> <p>Link to OPI IEFA Resources</p> <p>Model Assessments</p> <p>The Arts and the Common Core (2014) – The College Board</p>
<p>PRESENTING</p> <p>Anchor Standard #4: Select, analyze, and interpret artistic work for presentation. categorize artwork based on a theme or concept for an exhibit;</p> <p>Anchor Standard #5: Develop and refine artistic techniques and work for presentation. describe different materials or artistic techniques for preparing artwork for presentation</p> <p>Anchor Standard #6: Convey meaning through the presentation of artistic work. describe how exhibited art, in a variety of venues, contributes to communities</p>		
<p>RESPONDING</p> <p>Anchor Standard #7: Perceive and analyze artistic work. describe aesthetic characteristics of the natural world and constructed environments based on expressive properties</p> <p>Anchor Standard #8: Construct meaningful interpretations of artistic works. describe the mood suggested by an artwork</p> <p>Anchor Standard #9: Apply criteria to evaluate artistic work. use art vocabulary to express preferences about artwork</p>		
<p>CONNECTING</p> <p>Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art. create artworks about events in home, school, or community life</p> <p>Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians. discuss cultural uses of artwork from different times and places</p>		

Visual Arts – Third Grade		
<p>CREATING</p> <p>Anchor Standard #1: Generate and conceptualize artistic ideas and work. apply knowledge of available resources to enhance personal ideas through the art-making process</p> <p>Anchor Standard #2: Organize and develop artistic ideas and work. create artwork using a variety of artistic processes and materials</p> <p>Anchor Standard #3: Refine and complete artistic work. elaborate on artwork by adding details to enhance meaning</p>	<p>Discipline-Specific Vocabulary</p> <p>Glossary</p>	<p>Resources</p> <p>Create your own standards handbook</p> <p>Link to National Core Arts Standards</p> <p>Link to OPI IEFA Resources</p> <p>Model Assessments</p> <p>The Arts and the Common Core (2014) – The College Board</p>
<p>PRESENTING</p> <p>Anchor Standard #4: Select, analyze, and interpret artistic work for presentation. research and discuss the possibilities and limitations of physical and digital spaces for exhibiting artwork</p> <p>Anchor Standard #5: Develop and refine artistic techniques and work for presentation. prepare artworks for presentation</p> <p>Anchor Standard #6: Convey meaning through the presentation of artistic work. explain how and where different cultures record and illustrate stories and history of life through art</p>		
<p>RESPONDING</p> <p>Anchor Standard #7: Perceive and analyze artistic work. identify processes an artist uses to create artwork</p> <p>Anchor Standard #8: Construct meaningful interpretations of artistic works. discuss the use of media to create subject matter, form, and mood in artwork</p> <p>Anchor Standard #9: Apply criteria to evaluate artistic work. evaluate artwork based on criteria</p>		
<p>CONNECTING</p> <p>Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art. develop artwork based on observations and details of surroundings</p> <p>Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians. compare how responses to art change based on knowledge of the artwork's cultural and historical context</p>		

Visual Arts – Fourth Grade

<p>CREATING</p> <p>Anchor Standard #1: Generate and conceptualize artistic ideas and work. collaborate on multiple approaches to a creative art or design problem and develop a plan from concept to completion for an artwork</p> <p>Anchor Standard #2: Organize and develop artistic ideas and work. apply research to art-making for the purpose of communicating about constructed environments</p> <p>Anchor Standard #3: Refine and complete artistic work. revise artwork on the basis of insights gained through discussion</p>	<p>Discipline-Specific Vocabulary</p> <p>Glossary</p>	<p>Resources</p> <p>Create your own standards handbook</p> <p>Link to National Core Arts Standards</p> <p>Link to OPI IEFA Resources</p> <p>Model Assessments</p> <p>The Arts and the Common Core (2014) – The College Board</p>
<p>PRESENTING</p> <p>Anchor Standard #4: Select, analyze, and interpret artistic work for presentation. describe how past, present, and emerging technologies impact the preservation and presentation of artwork</p> <p>Anchor Standard #5: Develop and refine artistic techniques and work for presentation. analyze considerations for presenting and protecting artworks</p> <p>Anchor Standard #6: Convey meaning through the presentation of artistic work. compare purposes of art museums, art galleries, and other venues with the types of experiences they provide</p>		
<p>RESPONDING</p> <p>Anchor Standard #7: Perceive and analyze artistic work. compare components of visual imagery</p> <p>Anchor Standard #8: Construct meaningful interpretations of artistic works. analyze subject matter, form, and use of media in artwork</p> <p>Anchor Standard #9: Apply criteria to evaluate artistic work. apply criteria to analyze artworks</p>		
<p>CONNECTING</p> <p>Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art. create artworks that reflect community cultural traditions</p> <p>Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians. interpret artworks through observation and information about context</p>		

Visual Arts – Fifth Grade

<p>CREATING</p> <p>Anchor Standard #1: Generate and conceptualize artistic ideas and work. combine diverse concepts and artistic methods to choose an approach and create an artwork</p> <p>Anchor Standard #2: Organize and develop artistic ideas and work. create artworks that document places or objects of personal significance</p> <p>Anchor Standard #3: Refine and complete artistic work. create artist statements using art vocabulary to describe personal choices in art-making</p>	<p>Discipline-Specific Vocabulary</p> <p>Glossary</p>	<p>Resources</p> <p>Create your own standards handbook</p> <p>Link to National Core Arts Standards</p> <p>Link to OPI IEFA Resources</p> <p>Model Assessments</p> <p>The Arts and the Common Core (2014) – The College Board</p>
<p>PRESENTING</p> <p>Anchor Standard #4: Select, analyze, and interpret artistic work for presentation. explain the role of a curator</p> <p>Anchor Standard #5: Develop and refine artistic techniques and work for presentation. discuss responsible and effective use of materials and techniques for preparing, presenting, and preserving artwork</p> <p>Anchor Standard #6: Convey meaning through the presentation of artistic work. cite evidence to explain how an exhibition presents ideas and provides information about a specific concept or topic</p>		
<p>RESPONDING</p> <p>Anchor Standard #7: Perceive and analyze artistic work. compare personal interpretations of artwork to others' interpretations</p> <p>Anchor Standard #8: Construct meaningful interpretations of artistic works. analyze use of structure, context, and visual elements to convey ideas and mood in artworks</p> <p>Anchor Standard #9: Apply criteria to evaluate artistic work. evaluate artworks based on styles, genres, and media</p>		
<p>CONNECTING</p> <p>Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art. apply formal and conceptual knowledge of art and design to make artwork</p> <p>Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians. identify how artworks are used to inform or change beliefs, values, or behaviors of an individual or society</p>		

Visual Arts – Sixth - Eighth Grades

CREATING Anchor Standard #1: Generate and conceptualize artistic ideas and work. design project steps and criteria to reach an identified goal and investigate personally relevant content for art-making Anchor Standard #2: Organize and develop artistic ideas and work. demonstrate awareness of issues and ethics of appropriation as they create artworks and design Anchor Standard #3: Refine and complete artistic work. apply criteria to plan revisions for artwork or design	Discipline-Specific Vocabulary Glossary	Resources Create your own standards handbook Link to National Core Arts Standards Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
PRESENTING Anchor Standard #4: Select, analyze, and interpret artistic work for presentation. compare similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork Anchor Standard #5: Develop and refine artistic techniques and work for presentation. evaluate methods for preparing and presenting artwork based on criteria Anchor Standard #6: Convey meaning through the presentation of artistic work. explain and cite evidence about how exhibits reflect history and values of a community		
RESPONDING Anchor Standard #7: Perceive and analyze artistic work. explain how a person's aesthetic choices are influenced by culture and environment Anchor Standard #8: Construct meaningful interpretations of artistic works. collaborate to interpret artworks Anchor Standard #9: Apply criteria to evaluate artistic work. develop criteria to evaluate artwork		
CONNECTING Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art. use art to express ideas and current interests Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians. distinguish different ways that artworks represent, establish, reinforce, and reflect group identity		

Visual Arts – Ninth - Twelfth Grades

<p>CREATING</p> <p>Anchor Standard #1: Generate and conceptualize artistic ideas and work. develop plans for creating art and design works using various materials and methods from traditional and contemporary practices</p> <p>Anchor Standard #2: Organize and develop artistic ideas and work. create art or design projects in response to contemporary issues that demonstrate an awareness of ethical implications of making and distributing creative works</p> <p>Anchor Standard #3: Refine and complete artistic work. complete artworks or designs incorporating relevant criteria as well as personal artistic vision</p>	<p>Discipline-Specific Vocabulary</p> <p>Glossary</p>	<p>Resources</p> <p>Create your own standards handbook</p> <p>Link to National Core Arts Standards</p> <p>Link to OPI IEFA Resources</p> <p>Model Assessments</p> <p>The Arts and the Common Core (2014) – The College Board</p>
<p>PRESENTING</p> <p>Anchor Standard #4: Select, analyze, and interpret artistic work for presentation. curate artifacts and artworks for presentation and preservation</p> <p>Anchor Standard #5: Develop and refine artistic techniques and work for presentation. apply appropriate methods or processes to display artwork in a specific place</p> <p>Anchor Standard #6: Convey meaning through the presentation of artistic work. analyze an exhibit or collection's impact on personal awareness of social, cultural, or political beliefs and understandings</p>		
<p>RESPONDING</p> <p>Anchor Standard #7: Perceive and analyze artistic work. evaluate the effectiveness of an artwork as perceived by a variety of audiences</p> <p>Anchor Standard #8: Construct meaningful interpretations of artistic works. defend an interpretation of an artwork or collections of artworks</p> <p>Anchor Standard #9: Apply criteria to evaluate artistic work. analyze a collection of artwork based on sets of criteria</p>		
<p>CONNECTING</p> <p>Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art. incorporate knowledge of personal, social, cultural, and historical life to create artworks</p> <p>Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians. compare uses of art in a variety of personal, societal, cultural, and historical contexts</p>		

Glossary

Visual Arts, as defined by the National Art Education Association, include the traditional fine arts such as drawing, painting, printmaking, photography, and sculpture; media arts including film, graphic communications, animation, and emerging technologies; architectural, environmental, and industrial arts such as urban, interior, product, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials.

Aesthetics critical judgments concerning works of art and the principles underlying or justifying such judgments. These are based on the senses, emotions, intellectual opinions, will, desires, culture, preferences, values, subconscious behavior, conscious decision, training, instinct, sociological institutions (or some combination of these) depending on exactly which theory one employs, and derive their meaning from the experience of engaging with the art in some way

Art In everyday discussions and in the history of aesthetics, multiple (and sometimes contradictory) definitions of art have been proposed. In a classic article, “The Role of Theory in Aesthetics,” Morris Weitz (1956) recommended differentiating between classificatory (classifying) and honorific (honoring) definitions of art.

In the Next Generation Core Visual Arts Standards, the word art is used in the classificatory sense to mean “an artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated.”

An important component of a quality visual arts education is for students to engage in discussions about honorific definitions of art—identifying the wide range of significant features in art-making approaches, analyzing why artists follow or break with traditions and discussing their own understandings of the characteristics of “good art.”

Appropriation intentional borrowing, copying, and alteration of preexisting images and objects

Artist statement information about context, explanations of process, descriptions of learning, related stories, reflections, or other details in a written or spoken format shared by the artist to extend and deepen understanding of his or her artwork; an artist statement can be didactic, descriptive, or reflective in nature

Artistic investigations forms of inquiry and exploration in making art. Through artistic investigation artists go beyond illustrating pre-existing ideas or following directions and students generate fresh insight with new ways of seeing and knowing

Art-making approaches diverse strategies and procedures by which artists initiate and pursue making a work

Artwork artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated

Brainstorm technique for the initial production of ideas or ways of solving a problem by an individual or group in which ideas are spontaneously contributed without critical comment or judgment

Characteristic(s) attribute, feature, property, or essential quality

Characteristics of form (and structure) terms drawn from traditional, modern and contemporary sources that identify the range of attributes that can be used to describe works of art and design to aid students in experiencing and perceiving the qualities of artworks, enabling them to create their own work and to appreciate and interpret the work of others

Collaboration joint effort of working together to formulate and solve creative problems

Collaboratively joining with others in attentive participation in an activity of imagining, exploring, and/or making

Concepts ideas, thoughts, schemata; art arising out of conceptual experimentation that emphasizes making meaning through ideas rather than through materiality or form

Constructed environment human-made or modified spaces and places; art and design-related disciplines, such as architecture, urban planning, interior design, game design, virtual environment and landscape design, that shape the places in which people live, work, and play

Contemporary artistic practice processes, techniques, media, procedures, behaviors, actions and conceptual approaches by which an artist or designer makes work using methods that, though they may be based on traditional practices, reflect changing contextual, conceptual, aesthetic, material and technical possibilities; examples include artwork made with appropriated images or materials, social practice artworks that involve the audience, performance art, new media works, installations, and artistic interventions in public spaces

Context interrelated conditions surrounding the creation and experiencing of an artwork, including the artist, viewer/audiences, time, culture, presentation and location of the artwork's creation and reception

Copyright form of protection grounded in the U.S. Constitution and granted by law for original works of authorship fixed in a tangible medium of expression, covering both published and unpublished works

Creative commons copyright license templates that provide a simple, standardized way to give the public permission to share and use creative work on conditions of the maker's choice (<http://creativecommons.org/>)

Creativity ability to conceive and develop rich, original ideas, discover unexpected connections and invent or make new things

Criteria in art and design, principles that direct attention to significant aspects of a work and provide guidelines for evaluating its success

Contemporary criteria principles by which a work of art or design is understood and evaluated in contemporary contexts which, for example, include judging not necessarily on originality, but rather on how the work is re-contextualized to create new meanings

Established criteria identified principles that direct attention to significant aspects of various types of artwork in order to provide guidelines for evaluating the work these may be commonly accepted principles that have been developed by artists, curators, historians, critics, educators and others or principles developed by an individual or group to pertain to a specific work of art or design

Personal criteria principles for evaluating art and design based on individual preferences

Relevant criteria principles that apply to making, revising, understanding, and evaluating a particular work of art or design that are generated by identifying the significant characteristics of a work

Critique individual or collective reflective process by which artists or designers experience, analyze, and evaluate a work of art or design

Cultural contexts ideas, beliefs, values, norms, customs, traits, practices and characteristics shared by individuals within a group that form the circumstances surrounding the creation, presentation, preservation and response to art

Cultural traditions pattern of practices and beliefs within a societal group

Curate collect, sort, and organize objects, artworks, and artifacts; preserve and maintain historical records and catalogue exhibits

Curator person responsible for acquiring, caring for, and exhibiting objects, artworks, and artifacts

Culture the beliefs, customs, arts, etc., of a particular society, place, or time

Design application of creativity to planning the optimal solution to a given problem and communication of that plan to others

Digital format anything in electronic form including photos, images, video, audio files, or artwork created or presented through electronic means; a gallery of artwork viewed electronically through any device

Environment the conditions that surround someone or something

Ethics a branch of philosophy investigating what is morally right or wrong

Exhibition narrative written description of an exhibition intended to educate viewers about its purpose

Expressive properties moods, feelings, or ideas evoked or suggested through the attributes, features, or qualities of an image or work of art

Fair use limitation in copyright law which sets out factors to be considered in determining whether or not a particular use of one's work is "fair," such as the purpose and character of the use, the amount of the work used, and whether the use will affect the market for the work

Formal and conceptual vocabularies terms, methods, concepts, or strategies used to experience, describe, analyze, plan, and make works of art and design drawn from traditional, modern, contemporary, and continually emerging sources in diverse cultures.

Formulate to create, invent, or produce something by careful thought and effort

Genre category of art or design identified by similarities in form, subject matter, content, or technique

Identity a person or group's beliefs, cultural, economic, and political affiliations, interests, and predilections, made salient and defined in relation to other individuals or groups

Image visual representation of a person, animal, thing, idea or concept

Imaginative play experimentation by children in defining identities and points of view by developing skills in conceiving, planning, making art and communicating

Interpret to conceive in the light of an individual belief, judgment or circumstance

Materials substances out of which art is made or composed, ranging from the traditional to "non-art" material and virtual, cybernetic and simulated materials

Medium/media mode(s) of artistic expression or communication; material or other resources used for creating art

Open source computer software for which the copyright holder freely provides the right to use, study, change and distribute the software to anyone for any purpose (<http://opensource.org/>)

Observation to use the senses to learn about something in detail

Play spontaneous engaged activity through which children learn to experience, experiment, discover and create

Portfolio actual or virtual collection of artworks and documentation demonstrating art and design knowledge and skills organized to reflect an individual's creative growth and artistic literacy

Preservation activity of protecting, saving, and caring for objects, artifacts and artworks through a variety of means

Preserve protect, save and care for (curate) objects, artifacts, and artworks

Style recognizable characteristics of art or design that are found consistently in historical periods, cultural traditions, schools of art or works of an individual artist

Synthesis to create a new whole

Technologies tools, techniques, crafts, systems and methods to shape, adapt and preserve artworks, artifacts, objects and natural and human-made environments

Traditional artistic practice processes, techniques, media, procedures, behaviors, actions and approaches by which a producer (artist, designer, craftsperson, etc.) uses methods that have been developed over time and/or are learned through sustained study, family members, apprenticeship or from a community of like-producers. Traditional practices may reflect current social, political or cultural events and technological advances; however, the approach does not significantly deviate from the core of inherited or learned knowledge. Examples include: artwork that reflects a high degree of craft developed out of a long tradition (e.g. ceramics, carving, weaving, painting, hide work, bead work, quill work and Regalia items)

Venue place or setting for an art exhibition, either a physical space or a virtual environment

Visual components properties of an image that can be perceived

Visual imagery group of images; images in general

Visual plan drawing, picture, diagram, or model of the layout of an art exhibit where individual works of art and artifacts are presented along with interpretive materials within a given space or venue

Montana Program Standards

10.55.901 BASIC EDUCATION PROGRAM: ELEMENTARY

(1) An elementary school shall have an education program aligned to the program area standards that enables students to meet the content standards and content-specific grade-level learning progressions.

History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.

10.55.902 BASIC EDUCATION PROGRAM: MIDDLE GRADES

(1) A school with middle grades must have an education program aligned to the program area standards that enables all students to meet the content standards and content-specific grade-level learning progressions.

(2) The Board of Public Education, upon recommendation of the Superintendent of Public Instruction, may approve a 7 and 8 grade program that must follow either the middle school philosophy and components described in (3) or the departmentalized philosophy and components described in (4).

(3) The Board of Public Education, upon recommendation of the Superintendent of Public Instruction, may approve a middle school program that:

(a) addresses the unique nature of middle-grade children by focusing on their intellectual, social, emotional, and physical development. To put such philosophy into practice, a middle school must have flexibility to:

(i) approach instruction, scheduling, and teaching in a variety of ways;

(ii) undertake interdisciplinary work; and

(iii) plan blocks of coursework deriving from the intellectual, social, emotional, and physical needs of middle school students.

(b) incorporates critical and creative thinking, career awareness, lifelong learning, and safety;

(c) incorporates instruction in reading literacy and writing literacy into all required and elective program areas as required in the Montana Common Core Standards, ARM Title 10, chapter 53;

(d) includes, at a minimum, the following program areas, required of all students yearly:

(i) English language arts;

(ii) mathematics;

(iii) physical and life sciences;

(iv) social studies; and

(v) health enhancement.

(e) at a minimum maintains the following required program areas:

(i) visual arts including, but not limited to art history, art criticism, aesthetic perception, and production;

(ii) music including, but not limited to general, instrumental, and vocal (emphasizing comprehensive music elements, music history, criticism, aesthetic perception, and musical production);

(iii) career and technical education courses or pathways such as agriculture, business education, family and consumer sciences, health occupations and industrial technology education; and

(iv) world languages.

(f) offers as electives to all students exploratory courses such as creative writing, dance, drama, financial education, photography, and leadership.

(4) A junior high (grades 7-9) or 7-8 school must offer an educational program, aligned to the program area standards, that enables all students to meet the content standards and content-specific grade-level progressions.

(a) Instruction in reading literacy and writing literacy shall be incorporated into all required and elective program areas as required in the Montana Common Core Standards, ARM Title 10, chapter 53.

(b) All students shall complete the following program areas each year:

(i) English language arts--1 unit;

(ii) social studies--1 unit;

(iii) mathematics--1 unit;

(iv) science--1 unit; and

(v) health enhancement--1/2 unit.

(c) All students must be allowed to elect from the following program area offerings:

(i) visual arts--1/2 unit;

(ii) music--1/2 unit;

(iii) career and technical education--1/2 unit; and

(iv) world languages and cultures--1/2 unit.

(d) A unit is defined as the equivalent of at least 8100 minutes for one school year.

(e) Time to pass between classes may be counted toward the standard school day but shall not be counted toward class time.

History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.

10.55.904 BASIC EDUCATION PROGRAM OFFERINGS: HIGH SCHOOL

(1) The basic education program, aligned to the program area standards, for grades 9 through 12 shall be at least 20 units of coursework that enable all students to meet the content standards and content-specific grade-level learning progressions.

(2) Instruction in reading literacy and writing literacy shall be incorporated into all required and elective program areas as required in the Montana Common Core Standards, ARM Title 10, chapter 53.

(3) Minimum offerings shall include at least the following:

- (a) 4 units of English language arts;
- (b) 3 units of mathematics;
- (c) 3 units of science;
- (d) 3 units of social studies;
- (e) 2 units of career and technical education;
- (f) 2 units of arts;
- (g) 1 unit of health enhancement;
- (h) 2 units of world languages; and
- (i) 2 units of electives.

History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.

10.55.1201 ARTS PROGRAM DELIVERY STANDARDS

(1) In general, a basic program in arts shall:

- (a) meet the following conditions:
 - (i) incorporate visual arts (e.g., drawing, painting, printmaking, photography, film, electronic media, sculpture, applied design, installation);
 - (ii) incorporate performing arts, including music (e.g., choral music, instrumental music, music appreciation), theater (e.g., drama, play production), and dance;
 - (iii) provide instruction that includes history of the arts, criticism, production, performance, and aesthetics; and
 - (iv) encourage a variety of co-curricular offerings (e.g., drama, literary and art publications, performance groups, arts clubs) and other avenues for students to practice their artistic skills in the community and the world.
- (b) include the following practices:
 - (i) structure activities to allow students to develop techniques in the arts;
 - (ii) allow students to explore the elements of artistic composition and a variety of media, functions, styles, and presentation forms;
 - (iii) provide access to exemplary works of art from diverse cultures and historical periods and access to current materials, techniques, technology, and processes in the arts; and
 - (iv) provide real audiences for student performance and products, display areas, and performance areas (e.g., stages, galleries, fairs).

History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2001 MAR p. 953, Eff. 6/8/01.

See the [Administrative Rules of Montana, Chapter 55](#) for additional information about accreditation and program delivery standards.

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